

Improvement Priorities for 2019-20

Priority 1: Curriculum Development <i>Develop a RME progression through school.</i>		National Improvement Priorities: <i>Closing the attainment gap between the most and least disadvantaged children.</i> National Improvement Framework Drivers: <i>School leadership, teacher professionalism, school improvement.</i> Quality Indicators (HGIOS 4): 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 3.2.			
What do we want to achieve for learners? To develop the RME curriculum, ensuring coverage appropriate to age and stage <ul style="list-style-type: none"> • Taking account of our school context • Taking account of our teacher expertise • Decluttering the curriculum • Ensuring the curriculum is delivered within the four contexts for learning. 	How exactly are we going to do it? ➤ Consider each experience and outcome from Curriculum for Excellence for RME and plan an overview for each stage to deliver.	Personnel <i>HT and CT's</i>	Time Scale <i>2 x 1 hour SIP meeting T1 and T2</i>	Resources <i>Some resources may be identified for purchasing. Cost unknown at this point.</i>	Monitoring and evidence <i>HT and CT's Evidence of E's and O's coverage in termly overviews produced by CT's.</i>

<p>Priority 2: Partnerships</p> <p><i>Review of Promoting Positive Behaviour Policy</i></p>		<p>National Improvement Priorities: <i>Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.</i></p> <p>National Improvement Framework Drivers: <i>School leadership, teacher professionalism, parental engagement, school improvement.</i></p> <p>Quality Indicators (HGIOS 4): 1.3, 2.1, 2.7, 3.1, 3.2.</p> <p>PEF – Targeted intervention to close the poverty related attainment gap.</p>			
<p>What do we want to achieve for learners?</p> <p>To develop positive relationships through school between all stakeholders</p> <ul style="list-style-type: none"> Better relationships resulting in improved outcomes Continued nurture provision 	<p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> Engage with pupils, parents and staff to review and amend the current Promoting Positive Behaviour Policy Re-brand the policy to a <i>Positive Relationship Policy (name to be agreed)</i> of which all stakeholders have agreement and ownership. Review the schools Core Values with pupils, staff and parents. Develop a behaviour blueprint Work with staff to ensure consistent approaches to behaviour Create lanyards for support workers with key messages Display core values around school Agree a method of measuring the impact of priority – before and after evaluations of Mindfulness – P6/7 and P5/6 	<p>Personnel</p> <p><i>All school staff; All pupils; Parent Forum.</i></p>	<p>Time Scale</p> <p><i>1-hour meeting at August in-service – all staff to share intention.</i></p> <p><i>2 x1 hour staff meeting to agree method of measuring impact – collect data before and after. Evaluate.</i></p> <p><i>Together time with pupils – 4 occasions – 2 hours total</i></p> <p><i>Introduce to Parent Council – T1, Seek opinions T2</i></p> <p><i>Agreement T3- COVID19</i></p>	<p>Resources</p> <p><i>PEF funding allocated to:</i></p> <ul style="list-style-type: none"> <i>Purchase resources to enhance continued nurture provision and delivery. (2018-2019 self-evaluation has identified the positive impact of this intervention)- £500</i> <i>Employ trained teacher for 2 hours per week (£2000) to improve educational outcomes of children affected by poverty by focusing on establishing positive relationships between all school users. 2018-2019 self-evaluation and scrutiny of “better relationships, better learning, better behaviour” confirms our “intention to meet needs at the earliest opportunity with the least intrusive level of intervention”. (Use of vulnerability criteria alongside professional judgement will identify targeted pupils).</i> <i>Impact of funding evidenced through monitoring incidences of behaviours that challenge- with an intension these will decrease over time.</i> 	<p>Monitoring and evidence</p> <p><i>All stakeholders evaluate impact.</i></p> <p><i>Use of data to demonstrate impact</i></p> <p><i>Pupil Voice</i></p>

Priority 3: Leadership of change <i>Improve the school environment</i>		National Improvement Priorities: <i>Improving attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.</i> National Improvement Framework Drivers: <i>School leadership, teacher professionalism, school improvement, performance information</i> Quality Indicators (HGIOS 4): 1.3, 1.5, 2.7, 3.1, 3.2, 3.3			
What do we want to achieve for learners? A school environment that motivates pupils to be inspired and want to learn <ul style="list-style-type: none"> • Calm environment • Organised environment • Inspiring environment • Respected by all environment 	How exactly are we going to do it? <ul style="list-style-type: none"> ➤ Review the use of the school bell- consider its impact on learners with ASD / sensory needs ➤ Measure the difference in behaviour with and without the bell ➤ Reorganise spaces to increase fit for purpose use ➤ Declutter and neutralise displays ➤ Engage with all school users – respectful use of school building and property 	Personnel <i>All school staff; All pupils; Parent Forum.</i>	Time Scale 2 hours 1x 1 hour meeting to share Term 1-3	Resources HT HT and staff Janitor 2 x Together time	Monitoring and evidence <i>Impact on behaviour- calmer environment</i> <i>Monitoring of respectful use of school and property – pupil responsibility.</i>

Priority 4: Family Learning <i>Establish Family Fridays and reading support in Primary One</i>		National Improvement Framework Priority – <i>Improvement in attainment particularly literacy and numeracy. Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.</i> National Improvement Framework Driver – <i>School leadership, parental engagement.</i> Quality Indicator (HGios 4): – 2.5, 2.7			
What do we want to achieve for learners? To engage families into how their children learn and how they can support them. <ul style="list-style-type: none"> • Pupils are enthused to share their learning with their family • Parents are better informed about how their children learn. • Parents are better equipped to support their child’s learning. 	How exactly are we going to do it? <ul style="list-style-type: none"> ➤ Continue to build progression of Family Learning opportunities from Primary One to Primary Seven. <i>Maintain “bring a parent to school day” in Primary Six – not achieved this year due to COVID19</i> Establish “<i>parents supporting learning</i>” in Primary One and Two through a Family Learning week in March each year. ➤ Use feedback from parents to improve the Child Led Parent Event in November / March. Decide which time of year this is best and establish. 	Personnel HT, CT’s, pupils and parents.	Time Scale 1x 1 hour meeting to discuss how to engage with parents 4x1 hour meeting to plan Family Learning 2 x Together Time	Resources HT and staff HT, support staff and pupils 2 x Together time	Monitoring and evidence <i>Reading - Using phonological awareness data collected in September and May to measure progress – Not completed due to COVID19</i> <i>Feedback from parents attending Family Learning events.</i>

